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AUTHOR Cathey, Wallace; And Others
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ABSTRACT

A course in past, present, and future Navajo culture has been developed for Navajo secondary school students. The philosophy of the course is that the Indian, regardless of his acculturation level, has the right to treasure the customs, arts, and beliefs of his ethnic group and that these cultural values should be presented in a sequential and systematic educational manner in the classroom. Objectives of the course include development of (1) an appreciation of Navajo history, cultural beliefs, and customs; (2) an understanding of the Navajo language and its structure; and (3) an appreciation for cultural art as a means of communication. A course outline is presented with suggested learning activities and instructional materials. A bibliography and a list of filmstrips with ordering information are included. (JH)

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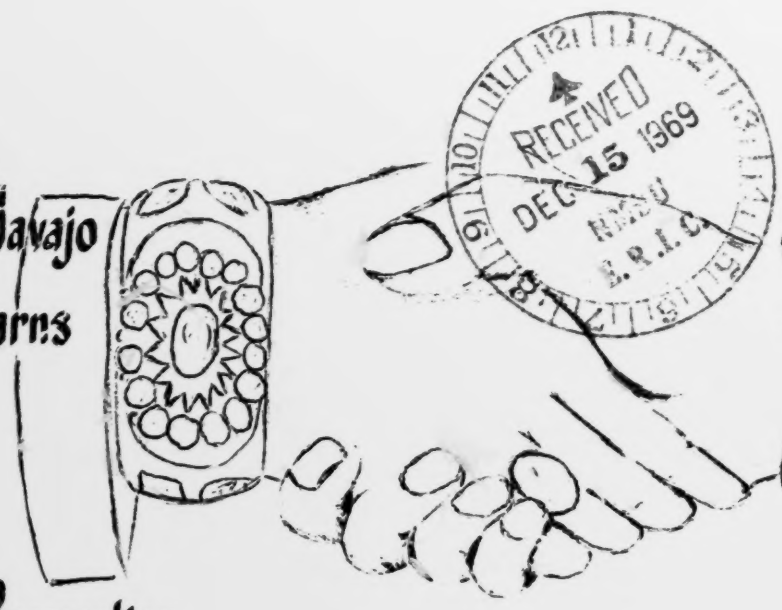
Past and Contemporary Navajo Culture Go Hand in Hand

Navajo History

Influences Outside the Navajo Reservation



The Land that the Navajo Inhabits & How He Earns His Livelihood

The Supernatural

Navajo Language

Life on the Navajo Reservation

Navajo Life

Independent School District No. 22
Shiprock, New Mexico

RC003907

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PAST AND CONTEMPORARY NAVAJO CULTURE

CURRICULUM GUIDE

Director of Research and Publications . . . . . Wallace Cathey

Coordinator . . . . . Claude Aragon

Researcher and Instructor . . . . . David Bowman

Curriculum Development Committee . . . . . Wilfred Billey

Bessie R. Bowman

Roseleen R. Raymond

Superintendent of Schools . . . . . R. E. Karlin

DEPARTMENT OF RESEARCH AND PUBLICATIONS

INDEPENDENT SCHOOL DISTRICT NO. 22

SHIPROCK, NEW MEXICO

PAST AND CONTEMPORARY NAVAJO CULTURE

By Wallace Cathey

A secondary course in Navajo Culture which will delve into past, present and future culture of the Navajo people.

Textbook Guide for the teacher: THE NAVAJO, Kluckhohn and Leighton, Doubleday, Anchor.

A Precis

1. NAVAJO HISTORY
   - Before written history
   - Spanish-Mexican domination of the Southwest
   - American conquest
2. THE LAND THAT THE NAVAJO INHABITS AND HOW HE EARNS HIS LIVELIHOOD
   - Source of Livelihood
   - Technology
   - Role of the B.I.A.
   - Navajo Economy and Trading Posts
3. LIFE ON THE NAVAJO RESERVATION
   - Appearance of Navajo - style of dress
   - The hogan
   - The family - kinship
   - The clan
   - The tribe
     a) Present day government
     b) Present day laws
4. INFLUENCES OUTSIDE THE NAVAJO RESERVATION
   - Other Indian Tribes

- The White man
- Traders
- Religion
- The Navajo and local, state, and federal government
- The marginal personality

5. THE SUPERNATURAL:
   - Myths
   - Folklore
   - Rituals
   - Theories about diseases
   - Dances
   - Music
   - Singing
   - Chants
   - Sand paintings
   - Ceremonials
   - Witchcraft
6. NAVAJO LANGUAGE
   - Verbal and non-verbal speech
   - Navajo viewpoint
7. NAVAJO LIFE
   - Ethics
   - Values
   - Thought and logic
   - The Navajo viewpoint on things

Culture is the way of life of any given people, and it includes ways of thinking, feeling, and reacting to situations that are peculiar to their particular society. The Navajo people have existed for generations and the many learnings that have been developed over these many, many years must have meaning, in some instances profound, for other societies and the Navajo youth of today.

This course will afford the student a broad view of the Navajo people and their culture from the viewpoint that the Navajo cultural heritage is important. This course, added to the present curriculum, will be an enriching educational experience for those who desire to elect it.

The underlying philosophy of this course is, that regardless of how acculturated the Indian becomes, he still has the right to treasure the customs, the beliefs, and the arts of his forefathers. Not only should he have the right to treasure these things, but they should be presented to students in a logical, sequential, and systematic, educational manner in the classroom.

THE PHILOSOPHY OF THE PAST AND CONTEMPORARY NAVAJO CULTURE

Some basic ideas have been developed upon thinking that an effective Navajo Culture program is an integral part of the total school program. The Navajo Culture program contributes to developing both Navajo boys and girls to be better individuals and helping them understand the significance of their past that will "...help mold the image of Navajo Indians as the hardy, resourceful, and progressive people that they are..."[1] and to contribute to the feeling of pride in their descent, beliefs, customs, and arts of their forefathers.

A knowledge of their past will enable the Navajo youth of today to become responsible and productive citizens and gradually adjust in the rapidly changing worlds of the Navajo and the Anglo.

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[1]Robert W. Young, The Role of the Navajo in the Southwestern Drama, Prologue.

THE OVERVIEW OF THE PAST AND CONTEMPORARY NAVAJO CULTURE

This unit is planned to help Navajo students and other students to appreciate their past and present Navajo culture. It is designed to help pupils to be better prepared to live in the modern world.

Learning experiences are provided which will develop the pupils' appreciation of the culture. Since Navajo culture is a total way of life, genuine appreciation cannot be imposed or learned, it must be felt.

The unit should cover a period of six six-weeks integrated with an art course. The class will consist of twenty or more pupils.

THE OBJECTIVES OF THE PAST AND CONTEMPORARY NAVAJO CULTURE

The objectives of the Past and Contemporary Navajo Culture Program should:

1. Develop in pupils an understanding of Navajo history and its effect in everyday living.
2. Develop in pupils an understanding of cultural beliefs, customs, and values.
3. Develop in pupils an appreciation of cultural art as a means of communication, value, order, illusion, symbol, and creativity.
4. Develop in pupils an appreciation for personal and social qualities which would enable them to function effectively in both worlds, that of the Indian and the non-Indian.
5. Develop in pupils a brief understanding of the Navajo language and its structure.

BASIC LEARNING NUMBER	NO. OF DAYS	DATE	SPEAKER	TOPIC	FIELD TRIP	FILM
#1	3	Sept. 2-4				
		Sept. 2				Indians of Early America (22 min.)
		Sept. 3	Ned Hatathli. . .	The Value of Navajo Culture Class		
#2	7	Sept. 5-17				
		Sept. 5				American Indian Before European Settlement (11 min) Glimpse of the Past (10 min);
		Sept. 11				We are the Chants of Our Ancestors (slides) Traveling Museum.
		Sept. 12			Chaco Canyon	
		Sept. 16				Apache Indians (10 min.) Apache Land (26 min.)
		Sept. 17	Dr. Ulibarri . . .	The Origin of the Navajos as Seen by Anthropologists and Archaeologists		
#3	4	Sept. 18-24				
		Sept. 19				Spanish Exploration of the Southwest (slides) The Hopi Indian (11 min.)
		Sept. 23	Rev. Cloyd . . .	The Influence of the Pueblos		
		Sept. 24				Pueblo Heritage (20 min.)
#4	14	Sept. 25-Oct. 17				
		Oct. 3			Fort Union	
		Oct. 7			Canyon de Chelley	
		Oct. 8				Navajo Canyon Country (15 min.)

BASIC LEARNING NUMBER	NO. OF DAYS	DATE	SPEAKER	TOPIC	FIELD TRIP	FILM
		Oct. 10.	Peter McDonald	The Conquest of the Navajos With the Aid of the Utes, Pueblos, Apaches, and Mexicans		
		Oct. 15.	Mr. C. Renk.	Indian Policy Under President Grant		
		Oct. 17.	Mr. Boettcher.	Summary of the Long Walk and the Treaty of 1868		
#5	15	Oct. 21-Nov. 18				
		Oct. 29.	Mr. Ed Foutz.	Navajo Rugs		
		Nov. 14.	Mr. Billey	Navajos in World War II		
#6	3	Nov. 19-21				
		Nov. 19	Sam Harrison.	Silversmithing		
		Nov. 20	Mr. M. H. Taylor or Mrs. Marie Foutz	Navajo Jewelry		
		Nov. 21	Wilford Bowman.	Tribal Finance		
#7	5	Nov. 25-Dec. 4				
		Nov. 26			Power Plant (Navajo Mine)	
		Dec. 2			Fairchild Plant	
		Dec. 3	Norman Bowman.	Past and Present Outcome of Natural Resources		
		Dec. 4	Herbert Tsosie	Minerals in the Future		
#8	17	Dec. 5-9				
		Dec. 9	Mr. Jonas	The Role of the B. I. A.		

BASIC LEARNING NUMBER	NO. OF DAYS	DATE	SPEAKER	TOPIC	FIELD TRIP	FILM
#9	2	Dec. 10-11				
		Dec. 11			Teecnospos Trading Post	
#10	1	Dec. 12				
#11	2	Dec. 16-17				
		Dec. 16	Clarence Tsosie.	The Story of the Hogan		
		Dec. 17				Navajo Indians of the Painted Desert (11 min.)
#12	2	Dec. 18-19				
		Dec. 19	Mr. Cathey	Navajo Kinship		
#13	3	Jan. 6-8				
		Jan. 7.	Justin Yazzie.	The Navajo Clan System		
		Jan. 8.				Navajo Indians (11 min.)
#14	9	Jan. 9-23				
		Jan. 14	Ben Hogue.	Navajo Tribal Government		
		Jan. 16	Mrs A. Wauneka	Functions of the Advisory Committee		
		Jan. 20	Judge V. Kirk.	The Effect of Laws On and Off the Reservation		
		Jan. 22	Leo Haven.	Legal Rights as Indians - DNA		
		Jan. 23			Tribal chambers and Tribal Museum	
#15	2	Jan. 27-28				
		Jan. 27				Kachina Doll (10 min.)

BASIC LEARNING NUMBER	NO. OF DAYS	DATE	SPEAKER	TOPIC	FIELD TRIP	FILM
						Indian Dances (11 min.) Miracle on the Mesa (20 min.)
		Jan. 28. .	Speaker from PHS ..	Peyote		
#16	5	Jan. 29-Feb. 5				
		Jan. 30				Alcohol and the Human Body (15 min.)
		Feb. 3 . .	Vic Werner. . . .	.Alcoholism Project		
		Feb. 5 . .	Wayne Pratt . . .	.Contributions of the Indian to American Society		
#17	2	Feb. 6-10				
		Feb. 10. .	Mr. Walters . . .	.Traders to the Navajos		
#18	1	Feb. 11				
#19	3	Feb. 12-17				
		Feb. 12 .	.Farmington City Council	.Local Government and the Navajos		
		Feb. 17 .	.Wilbert Begay . .	.State Government and the Navajos		
#20	3	Feb. 18-20				
		Feb. 18 .	.Wilbert Janice . .	Employment of the Navajos		
		Feb. 19 .	.Mrs. V. Kirk . . .	.Qualities for a Job		
#21	2	Feb. 24-25				
		Feb. 24 .	.Charlie Lee . . .	.Navajos Between Two Worlds		

BASIC LEARNING NUMBER	NO. OF DAYS	DATE	SPEAKER	TOPIC	FIELD TRIP	FILM
		Feb. 25				Navajo: A People Between Two Worlds (18 min.)
#22	5	Feb. 26-Mar. 5				
#23	4	Mar. 6-12				
#24	2	Mar. 13-17				
#25	1	Mar. 18	Medicine Man	The Life of a Medicine Man		
#26	4	Mar. 19-26				
		Mar. 25	Judge Yazzie and dance group			
		Mar. 26				Southwestern Indian Dances (11 min.)
#27	2	Mar. 31-April 1				
#28	2	April 2-3				
#29	2	April 7-8				
		April 8				Painting With Sand (11 min.)
#30	2	April 15-16				
		April 16				Ceremonial Art Inc. Museum, Santa Fe
#31	2	April 17-21				
#32	3	April 22-24				
		April 22	David Tutt	Navajo Language		

BASIC LEARNING NUMBER	NO. OF DAYS	DATE	SPEAKER	TOPIC	FIELD	FILM
#33	4	April 28 May 1				
#34	1	May 5				
#35	2	May 6-7				
#36	3	May 8-13				
#37	3	May 14-19				
		May 15	Samuel Billison	Seeing Things the Navajo Way		
		May 19				American Indians of Today (16 min.)
#38	3	May 20-22				

I. NAVAJO HISTORY

Basic Learning #1: The value of the Navajo Culture class is to help Navajo students maintain their cultural entity.

Problem:	Suggested Experiences
What is gained from such a class?	Pupils collect and display books on Navajos. See film: "Indians of Early America" Speaker: Ned Hatathli, "The Value of a Navajo Culture Class" Pupils collect and mount pictures at all times for classroom use.

Basic Learning #2: There are many indications that the Navajos came from the North.

Problems:	Suggested Experiences
What does tradition say about the history of the Navajos?	Pupils read on the creation myth and do an art project illustrating it. See films: "American Indian Before European Settlement" and "Glimpse of the Past"
What do comparative linguistics say about Navajo history?	Class view the slides "We are the Chants of our Ancestors" and tour the traveling museum with Mr. Trujillo.
What do archaeologists and anthropologists say about the Navajos?	Pupils read The Navajo, Kluckhohn and Leighton, pp. 33-35. See films: "Apache Indians" and "Apache Land" Speaker: Dr. Horacio Ulibarri, "The Origin of the Navajos as seen by Anthropologists and Archaeologists" Suggested Experience: Class take a field trip to Chaco Canyon.

Basic Learning #3: The Spanish and the Mexicans dominated the Southwest from 1626 - 1846.

Problems:	Suggested Experiences:
What did the Franciscan Fathers have to say about the Navajos? What was their part?	Pupils make abstracts for class.
What reports were made by the Spaniards other than the Franciscan Friars?	Pupils make maps of the various routes of the Spanish explorers.
	See filmstrip: "Spanish Exploration of the Southwest"
What were the results of Navajo contact with the Pueblo Indians?	See film: "The Hopi Indians"
	Speaker: Rev. Thomas Cloyd, "The Influence of the Pueblos"
	See film: "Pueblo Heritage"
What contributions did the horses and sheep make?	Class discuss contributions of the sheep and horses.

Basic Learning #4: The Americans conquered the Southwest in 1846.

Problems:	Suggested Experiences:
When was war declared against Mexico and what effect did it have on the Navajos?	Teacher divide class into four groups to report on the following books:
	Group I: Turmoil in New Mexico
	Group II: Role of the Navajo in the Southwest Drama
	Group III: The Navajo
	Group IV: Indian Slave Trade in the Southwest

Problems:	Suggested Experiences:
When was the Navajos' first contact with the Americans?	Pupils write a summary on the Navajos as described by the Americans during this first contact. Sketch these descriptions putting special emphasis on clothing.

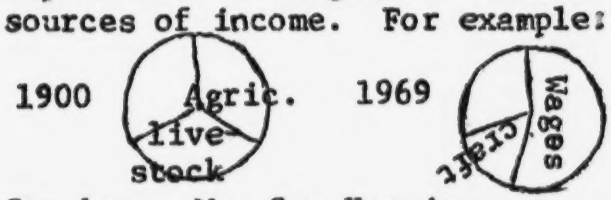
What was the role of General Kearney?	Pupils read on General Kearny and his officers (Gilpin and Jackson) and make a map of their expeditions.
When and where was the first treaty made with the Navajos? Who were involved in this treaty?	Pupils role play the incident where Doniphan took a group of Navajos to Zuni to make peace. Pupils must express the views of the Navajos, the Zunis, the officers, and Doniphan.
Who were the Enemy Navajos and what areas did they occupy?	Group I: Using transparency materials, make a map of Navajoland in 1846.
	Group II: Using transparency materials, make a map of Doniphan's expedition (red).
What happened during Washington's expedition? (second treaty).	Group III: Using transparency materials, make a map of Washington's expedition. (yellow)
Whom were the Navajos raiding?	Pupils read orally portions of Indian Slave Trade in the Southwest, section 3,
What part did Hugh Smith play in reference to the Navajos?	Group IV: Using transparency materials, make a map of Sumner's expedition (green)
When, where, and why was the first fort established?	Draw a plan of a fort popular at the time (French type)
	Take a field trip to Fort Union in Las Vegas, New Mexico.
How did American conquest affect slavery in the Southwest?	Pupils discuss slavery in the Southwest after American conquest.
Who were some of the Indian agents and what were their contributions	Pupils list Indian agents in New Mexico and report on each.
When did the actual war between the Americans and the Navajos break out?	Take a field to Canyon de Chelley.
	Pupils do art work illustrating war at that time.
	See film: "Navajo Canyon Country"
Why was Fort Defiance attacked? What were the views of the following leaders: Barboncito, the Bearded Long Earrings Manuelito Ganado Mucho	Divide the class into four groups: have each group write a description and make a sketch of each of the assigned leaders.
What was significant about the "Fort Fauntlery Affair" or the Horse Racing Incident?	Pupils give a detailed account of this incident.

Problems:	Suggested Experiences:
How did the Civil War affect the conflict with the Navajos?	Pupils read and write a summary of this period.
What was the policy after the Civil War regarding the Indians?	Pupils discuss these policies.
	Have the students answer the following question in writing: Suppose that the South had won the Civil War and what effect would it have had on the Navajos?
Who was Carleton and what role did he play?	Divide the class into two groups: one group do research on Carleton and the other on Kit Carson. Students are to be encouraged to use the opaque projector, overhead projector, role playing, or improvised art work to make the reports very interesting.
What was the part played by the Utes, Pueblos, Apaches, and Mexicans in subduing the Navajos?	Speaker: Mr. Peter McDonald, "The Conquest of the Navajos with the Aid of the Utes, Pueblos, Apaches, and Mexicans"
What was the "Long Walk?"	Pupils ask their parents about the "Long Walk" and report to class.
What actually happened at Fort Sumner in the four years of confinement?	Pupils read on the hardships at Fort Sumner and be prepared to answer the following questions: What was the distance between Navajoland and Fort Sumner? What was the land like? What were the crops like? How many Navajos were at Fort Sumner? How many Navajos died at Fort Sumner? What was the relationship between the Navajos and the Apaches? How did the government feel about capturing, clothing, and feeding the Navajos? How did the ranchers in the Fort Sumner area feel about the reservation at Bosque Redondo?
What was the effect of Carleton's trial on the Navajos?	Pupils read and discuss Carleton's trial. (Turmoil in New Mexico)

Problem:	Suggested Experiences:
	Pupils read orally Hosteen Klah about the traders' comments on the Navajos during this period.
What attempts were made to upgrade Navajo rugs?	Make a bulletin board display of the various types of rugs. Bring to class supplies and tools needed for weaving.
	Speaker: Mr. Ed. Foutz, "Navajo Rugs"
	Pupils bring vegetables and samples of wool dyes.
How did the railroad influence the Navajos?	Pupils draw pictures of clothing during this period as a result of the coming of the railroad.
	Trace the Santa Fe railroad.
	Discuss the advantages and disadvantages of the railroad through the reservation.
What were the attitudes of the ranchers on the border of the reservation?	Pupils draw a map of the annexation of the reservation using transparency materials. Refer to: The Navajos, Underhill, pp. 148 - 149.
What changes have taken place in the BIA as far as the agents were concerned?	List the agents of this period and discuss their personalities and contributions.
Who were some of the prominent Navajo leaders from 1869 - 1922?	Teacher assign reports to be made on Navajo leaders from 1869 - 1922.
What was the effect of World War II on the Navajos?	Pupils discuss the significance of World War II in reference to Navajo History.
What was the Meriam Report of 1927 and what did it do for the Navajos?	Select a student to read orally parts of the Meriam Report.
	Pupils discuss the outcome of the report.
What significant part did the Navajo language play in World War II?	Speaker: Mr. W. Billey, "Navajos in World War II"
What part did World War II play in the Navajo nation?	Pupils read on this from various sources and hold a class discussion.

II. THE LAND THAT THE NAVAJO INHABITS AND HOW HE MAKES HIS LIVELIHOOD

Basic Learning #6: The sources of livelihood among the Navajos very basically.

Problems:	Suggested Experiences:
What are the principle sources of livelihood?	Pupils discuss the fluctuation of Navajo economy from the time they entered the Southwest. Pupils make a diagram of the various sources of income. For example: 
What arts and crafts are the Navajos internationally known for and what percentage get their income from this source?	Speaker: Mr. Sam Harrison "Silversmithing" Speaker: Mr. M. H. Taylor or Mrs. Marie Foutz, "Navajo Jewelry"
What is the financial status of the tribe and how is it used?	Speaker: Mr. Wilford Bowman, "Tribal Finance"

Basic Learning #7: The technological knowledge has advanced in the various stages of Navajo history.

Problems:	Suggested Experiences:
What are some of the earlier techniques?	Pupils discuss early technology. Have a student bring a small loom. Discuss the parts of the loom.
What types of modern technology exist on the reservation?	Pupils discuss the different types of modern technology. Find out how many Navajos are employed at each enterprise. Speaker: Mr. Allen King, "Navajo Mine" Take a field trip to the Navajo Mine. Take a field trip to the new Fairchild plant. Speaker: Mr. Norman Bowman, "Past and Present Outcome of Natural Resources" Speaker: Mr. Herbert Tsosie, "Minerals in the Future"

Basic Learning #8: The role of the Bureau of Indian Affairs is extremely important in the lives of the Navajos.

Problem:	Suggested Experiences:
What is the role of the BIA?	Speaker: Mr. Elvin Jonas, "The role of the BIA" In preparation for the above talk, have the pupils prepare written questions.

Basic Learning #9: The trading posts have many functions in Navajo economy.

Problem:	Suggested Experiences:
What were the many functions of the trading posts?	Pupils discuss and report on the specific incidents that took place at the trading posts. Take a field trip to the Teecnospos Trading Post.

III. LIFE ON THE NAVAJO RESERVATION

Basic Learning #10: The style of dress has changed considerably since the Navajos first entered the Southwest.

Problem:	Suggested Experience:
What was the style of dress through the following stages: 1) Entrance to the Southwest 2) Close contact with the Pueblos 3) Spanish Domination 4) American Conquest	Pupils list and discuss these stages and influences that caused them.

Basic Learning #11: The hogan, the home of the Navajo, is modeled after legendary patterns.

Problems:	Suggested Experiences:
What was the principle type of home the Navajos had when they came to the Southwest?	Speaker: Mr. Clarence Tsosie, "The Story of the Hogan"
How was this dwelling changed and what influenced these changes?	Pupils discuss changes taken place in the structure of the hogan. Pupils make dioramas illustrating the types of hogans. See film: "Navajo Indians of the Painted Desert"

Basic Learning #12: The Navajo's first loyalty is to his biological family. A stable knit between various groups of related persons is highly valued.

Problem:	Suggested Experiences:
What significant part does kinship play in the Navajo family?	Pupils discuss the head of the family set up. Discuss how this set up can be of an advantage or disadvantage. Speaker: Mr. Wallace Cathey, "Navajo Kinship"

Problem:	Suggested Experiences:
	Pupils discuss the Navajo terms for relatives: maternal grandfather maternal grandmother paternal grandfather paternal grandmother maternal uncle paternal uncle maternal aunt paternal aunt older sister younger sister older brother younger brother

Basic Learning #13: Clans, as they exist among the Navajos, are groupings of fundamental importance in the social structure of the tribe. The original system consisted of four clans, and now number more than seventy-five.

Problem:	Suggested Experiences:
What significant part does the clan system play in the Navajo family and society.	Pupils find and list the basic clans and their origin. Pupils find and list all other related clans. (Refer to Navajo Centennial, pp. 40-42.) Pupils find out what clan they belong to. Pupils discuss differences in kinship or clans. Speaker: Mr. Justin Yazzie, "The Navajo Clan System"

Basic Learning #14: Navajos on the reservation are subject to both the federal and the tribal governments.

Problems:	Suggested Experiences:
When and how did the Navajo tribal government come into existence?	Pupils read on the origin and the development of the tribal government. Make a diagram illustrating the present departments as compared with that of the beginning.

Problem:	Suggested Experiences:
Who were the past tribal chairmen and what did they contribute during their administrations?	Divide the class into eight groups to do research and hold a panel discussion on each chairman. Pupils collect and display pictures of the chairmen.
What is the function of the Navajo Tribal Council?	Speaker: Mr. Benjamen Hogue, "Navajo Tribal Government" List the present members of the Navajo Tribal Council.
How important is the role of the Chapter?	Make a map of the reservation, divide it into districts, and locate the chapters.
What is the function of the Advisory Committee?	Speaker: Mrs. Annie Wauneka, "The Functions of the Advisory Committee? Take a field trip to the Council Chambers and the Tribal Museum in Window Rock, Arizona.
How do laws affect the Navajos on and off the reservation?	Speaker: Judge V. Kirk, "The Effect of Laws on and off the Reservation" Speaker: Mr. Leo Haven, "DNA"

IV. INFLUENCES OUTSIDE THE NAVAJO RESERVATION

Basic Learning #15: Other Indian tribes have influenced the Navajos.

Problem:	Suggested Experiences:
What did the Navajos gain from other Indians?	Class discuss what was learned from other tribes. See films: "Kachina Dolls," Indian Dances", and "Miracle on the Mesa" Speaker from PHS, "Peyote"

Basic Learning #16: The influence of the white man, both desirable and undesirable, has had tremendous effect on the Navajos.

Problems:	Suggested Experiences:
What did the Anglo contribute that was for the betterment of the Navajos?	Pupils discuss Christianity, education, and other institutions that have made improvements for the Navajos.
What did the Anglos bring that was not beneficial to the Navajos?	Class discuss the various things that brought harm to the tribe. See films: "Alcohol and the Human Body" and "Alcoholism" Speaker: Mr. Vic Werner, "Alcoholism Project on the Jicarilla Apache Reservation"
What did the Navajos and other Indians contribute to American society?	Speaker: Mr. Wayne Pratt, "Contributions of the Indians to American Society"

Basic Learning #17: The traders were true interpreters of the new life for the Navajos.

Problem:	Suggested Experiences:
What did the traders do for the Navajos?	Pupils read Navajo Neighbors by Newcomb Speaker: Mr. Walters, "Traders to the Navajos"

Basic Learning #18: The white man's religion brought churches, schools, hospitals, and other social services to Navajoland.

Problem:	Suggested Experiences:
What was the contribution of the white man's religion?	Pupils read and discuss the contributions of the churches in education and hospitals from 1891 to the present.

Basic Learning #19: The local, state, and federal government do have influence on the Navajos.

Problems:	Suggested Experiences:
What are the functions at the local level?	Speaker from the Farmington City Council, "Local Government and the Navajos"
What are the functions of the state government?	Speaker: Mr. Wilbert Begay, "State Government and the Navajos?

Basic Learning #20: Navajos are in economic competition with the Anglos on and off the reservation.

Problem:	Suggested Experience:
How are the Navajos improving as far as holding a job is concerned?	Speaker: Mr. Wilbert Janice, "Employment of the Navajos"
What qualities must a person possess to be successful in a job?	Speaker: Mrs. Nellie Kirk, "Qualities for a Job"

Basic Learning #21: Insecurity results from attempting to live in two different worlds, that of the extreme Navajo and the Anglo society.

Problem:	Suggested Experiences:
How should you live in two different societies? How do you adjust?	Speaker: Rev. Charlie Lee or Mr. Kenneth Benally, "Navajos Between Two Worlds" See film: "Navajo: A People Between Two Worlds".

V. THE SUPERNATURALS

Basic Learning #22: The myths serve as a Bible to the Navajos. Navajo mythology is created by imagination.

Problem:	Suggested Experience:
What are some of the myths?	Teacher and pupils read on the myths and have each pupil select one to be illustrated.

Basic Learning # 23: Folktales are told primarily for amusement and entertainment.

Problem:	Suggested Experiences:
What are some of the Navajo folk tales?	Teacher and pupils list all the folk tales. Pupils give oral reports on the folk tales. Each pupil selects and illustrates a folk tale.

Basic Learning #24: The Navajo rituals mark a particular milestone in an individual's life.

Problem:	Suggested Experiences:
What are some of these rituals?	Pupils read on these rituals, especially the initiation ritual. Pupils role play the ritual on initiation.

Basic Learning #25: The Navajo's concept of disease is caused by disorder of the patient's relationship with the supernatural forces.

Problem:	Suggested Experience:
What causes disease or sickness?	If possible, have a medicine man or someone of authority on the subject speak to the class on "The Life of a Medicine Man."

Basic Learning #26: All dances are primarily a curing ceremony.

Problem:	Suggested Experience:
What types of dances do the Navajos perform and why?	If possible, have Judge Yazzie and the group perform. (We suggest that this be opened to the public and charge admission to pay the group.)

See films: "Indian Dances" and "Southwestern Indian Dances"

Basic Learning #27: Navajo music and singing require a considerable amount of knowledge.

Problem:	Suggested Experiences:
What are some of the sacred songs?	Pupils bring records on Navajo songs and tell how these songs were used. If the records are not available, have the class decide on a money-making project to purchase these records for the Navajo Culture class.

Basic Learning #28: All chants are primarily for curing patients.

Problem:	Suggested Experiences:
What are some of the chants?	Teacher and pupils list the chants and tell the function of each. Pupils collect records of these chants to be played in class. Pupils find out what items are in a medicine man's bundle and what each item is used for.

Basic Learning #29: Dry paintings are used in conjunction with ceremonies for curing the sick.

Problems:	Suggested Experiences:
What are some of the dry paintings?	Each pupil select and display a dry painting on a 36" x 36" poster.
What materials are used in dry paintings?	Pupils discuss dry painting materials and where these materials can be found. See film: "Painting with Sand"

Basic Learning #30: A ceremony provides definite psychological, economical, and social results.

Problems:	Suggested Experiences:
What are some of the social and economic aspects of a ceremony?	Class discuss social and economic aspects of a squaw dance.
What is gained from a ceremony?	Pupils discuss psychological aspects gained from a ceremony.

Problem:	Suggested Experiences:
How is this compared with treatment given by a doctor?	Read: Hosteen Klah by Newcomb Take field trip to the Ceremonial Art Museum in Santa Fe, New Mexico.

Basic Learning #31: Witchcraft is the manipulation of the supernatural which is socially disapproved by the Navajos.

Problem:	Suggested Experience:
What have you heard about witchcraft? Does it really exist?	Pupils tell stories that they have heard about witchcraft.

VI. NAVAJO LANGUAGE

Basic Learning #32: The native tongue of the Navajo is a complex and systematic language.

Problems:	Suggested Experiences:
What are the verbal and non-verbal parts of speech?	Speaker: Mr. David Tutt, "The Navajo Language" Read: Little Man's Family by J.B. Enochs

Basic Learning #33: Thinking characteristics vary between the Navajo and the Anglo due to cultural differences.

Problem:	Suggested Experience:
How can we help the Navajo and the Anglo to understand each other's thinking patterns?	Pupils read and re-read "Getting the Navaho viewpoint" on page 293 in The Navaho by Kluckhohn and Leighton. Discuss this paragraph and hold a constructive debate. Read: "Trial and Error or Understanding" by Kathryn Polacca (ditto material)

VII. NAVAJO LIFE

Basic Learning #34: Navajo ethics vary from the viewpoint of American society.

Problem:	Suggested Experience:
What are the ethics of the Navajo?	Pupils discuss the viewpoint of the Navajo and the Anglo on the following: 1) stealing 2) lying 3) cheating 4) killing

Basic Learning #35: The Navajo highly values health, strength, and industry.

Problem:	Suggested Experience:
What do Navajos value?	Teacher read the pronouncement by a Navajo leader in The Navaho by Kluckhohn and Leighton, page 300. Pupils discuss the values of the Navajos and compare them with that of a middle class Anglo society.

Basic Learning #36: The philosophy of life is to work harder.

Problem:	Suggested Experience:
What are some premises of the Navajo life and thought?	Pupils list the nine premises and discuss them.

Basic Learning #37: A Navajo sees things different from the Anglo.

Problem:	Suggested Experiences:
What are the Navajos' habitual ways of speaking, acting, feeling, and reacting?	Pupils discuss inheritance. Pupils discuss Navajo marriage and compare it with the Anglo society. Speaker: Mr. Samuel Billison "Seeing Things the Navajo Way" See film: "American Indians of Today"

Basic Learning #38: Our Navajo culture must be preserved.

Problems:	Suggested Experiences:
How can we preserve our culture?	Class discuss.

Problem:	Suggested Experience:
What suggestions do you have to improve this class for the following year?	Pupils write an evaluation of the entire course. Tell what you liked and disliked about the course.

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FILMS

"Indians of Early America" 22 min., color $4.75-$6.00, BYU, CSC, U of U,WU, CU, NU. NMSL.

"American Indians Before European Settlement" 11 min., $2.35-3.25, COR, WU, ENMU.

"We are the Chants of Our Ancestors" (slides) The Navajo Tribe

"Apache Indians" $3.50, ENMU.

"Apache Land" 26 min., color, free Central Arizona Film Cooperative

"Spanish Exploration of the Southwest"

"The Hopi Indian" 11 min., color,$3.25 - $4.50, BYU, CSC, U of U.,C.A.F.C. Portrays customs, wedding, etc.

"Pueblo Heritage" 20 min., color, $4.75-$6.00, BYU, NMSL

"Navajo Canyon Country: 15 min., $4.75-$6.00, CU, WU.

"Navajo Indians of the Painted Desert" 11 min., $2.25-$3.25, CU.

"Navajo Indian Life" 13 min., $4.50 ENMU

"Kachina Doll" 10 min., ENMU

"Indián Dances"10 min., color, $3.25-$4.50, BYU, CU, U of U.

"Miracle on the Mesa" 20 min., $3.50-$4.50 BYU, Carlin Films Inc., NMSL

"Alcohol and the Human Body" 15 min., free, N. M. Commission on Alcoholism

"Alcoholism" 22 min., free, New Mexico Commission on Alcoholism

"Southwestern Indian Dances" 10 min., $2.25-$3.25, CSC

"Painting with Sand" 11 min., color, $3.25-$4.50, U of U, ENMU

"Navajo: A People Between Two Worlds" 18 min., $4.50-$6.00, U of U, CAFC (Education as the answer)

"American Indians of Today" 16 min., color, $4.75-$6.00, BYU, CU, U of U, WU, ENMU. (Indians today off and on the reservations)

"Glimpse of the Past" (as revealed by archaeologist) 10 min., $2.25-$3.25, CSC